

Nevada History Standards Introduction

*History is the witness that testifies to the passing of time;
it illumines reality, vitalizes memory, [and] provides guidance in daily life.*
Marcus Tullius Cicero

Knowledge of history is the precondition of political intelligence. Without history, individuals share no common memory of where they have been, what their core values are, or what decisions of the past account for present circumstances. Without history, individuals cannot undertake any sensible inquiry into the political, economic, or social issues of today. Historical knowledge and historical inquiry contribute to the skills necessary to be informed citizens, who can function effectively in the democratic process of a diverse society.

The complexities of modern life place a premium on those who transcend stereotypical thinking and who examine what happened in the past, why it happened, what the consequences were, and how improvements can be made in the future for the betterment of society. It is imperative in today's global economy for Nevada students to understand the history of their community, state, nation, and the world.

Knowledge of one's roots and a sense of one's place in humanity allow the individual the fullest sense of self and shared community on which both personal development and responsible citizenship depend. Through the study of history, our students will develop an appreciation of the contributions made by all nations as the humanities are integrated with political science, economics, and geography.

The history strand is divided into 10 standards encompassing history skills and content. Standards 1 and 2 represent skills needed by students in order to understand the events of the past. Using chronology students will organize as well as understand the sequence and relationship of events. In order to study history successfully, students also must develop the vocabulary and concepts of history, and engage in inquiry, research, analysis, and decision making. Current technology tools for communication and research provide students with opportunities for historical investigations and presentations of knowledge. Standards 3 through 10 cover the major eras and concepts to be learned in the study of world history, U.S. history, and Nevada history.

The *Nevada History Standards* are intended to provide the framework for a comprehensive K-12 history education in preparation for the responsibilities and challenges of life in the twenty-first century.

NOTE: These standards make use of the terms *including*, *such as*, and *for example*. These words and phrases have been used in specific ways. *Including* is used to indicate specific topics or ideas to be learned by students. Items that follow *including* are considered vital to the understanding of the topic. However, the study of the content in benchmarks is not limited to what follows *including*. *Such as* and *for example* are used to indicate suggestions or examples to provide guidance and understanding. Two examples from the History standards:

6.8.1
Describe major inventions of the Industrial Revolution, including:

- steam engine
- textile machine

The steam engine and textile machine are essential to an understanding of the Industrial Revolution and the teaching and learning of this particular topic would not be complete without them. However, there are certainly other inventions that would add to a student's understanding of the topic and would be appropriate if added into the lesson, but the steam engine and textile machine should not be neglected.

5.3.6
Identify Native North American life prior to European contact, such as:

- food
- clothing
- shelter

Items that follow these terms should not be considered mandatory or part of a potential assessment. Here, food, clothing, and shelter are not the only examples of Native North American life and may or may not be included in the lesson. Other examples may be appropriate in the teaching of this concept.

History

Standard 1.0: Chronology: *Students use chronology to organize and understand the sequence and relationship of events.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
	1.3.1 Identify the source of information for a current event.	1.5.1 Identify current events from multiple sources.	1.8.1 Describe how a current event is presented by multiple sources.	1.12.1 Analyze and develop a position on a current event.	Current Events
1.2.2 Identify past, present, and future events.	1.3.2 Read a time line.	1.5.2 Record events on a graphic organizer , such as a calendar or time line .	1.8.2 Create a tiered time line.	1.12.2 Explain the sequence and relationship of events on a tiered time lines .	Chronology

graphic organizer: a visual representation of information such as a chart, time line, or calendar

tiered time line: a combination of two or more linear diagrams on which information concerning people, events, and/or issues of the same time period is displayed for comparison

time line: a linear diagram indicating people, events, and/or issues in chronological order

History

Standard 2.0: History Skills: *Students will use social studies vocabulary and concepts to engage in inquiry, in research, in analysis, and in decision making.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
	2.3.1 Ask history-related questions.	2.5.1 Ask a historical question and identify resources to be used in research.	2.8.1 Frame historical questions that examine multiple viewpoints.	2.12.1 Frame and evaluate historical questions from multiple viewpoints.	Inquiry
		2.5.2 Organize historical information from a variety of sources.	2.8.2 Evaluate sources of historical information based on: <ul style="list-style-type: none"> • bias • credibility • cultural context • reliability • time period 	2.12.2 Integrate, analyze, and organize historical information from a variety of sources.	Research and Analysis
			2.8.3 Read and use informational tools , including: <ul style="list-style-type: none"> • charts • diagrams • graphs • maps • political cartoons • photographs • tables 	2.12.3 Analyze and interpret historical content from informational tools , including: <ul style="list-style-type: none"> • charts • diagrams • graphs • maps • political cartoons • photographs • tables 	Informational Tools

cultural context: to reference an event or situation from the perspective of specific groups of people

informational tools: any graphic source of data or information

History

Standard 3.0: Prehistory to 400 CE: *Students understand the development of human societies, civilizations, and empires through 400 CE.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
		3.5.1 Define hunter-gatherer .	3.8.1 Explain the characteristics and environments of hunter-gatherer .	3.12.1 Identify and describe the characteristics of pre-agricultural societies .	World, United States, and Nevada
			3.8.2 Identify significant characteristics of early agricultural societies, including: • farming • domestication of animals	3.12.2 Describe technological innovations of early agricultural societies, including: • development of agriculture • domestication of animals • development of permanent communities	World
			3.8.3 Locate ancient and classical civilizations in time and place, including: • China • Egypt • Greece • India • Mesopotamia • Rome	3.12.3 Explain and demonstrate how geography influenced the political, social, and economic growth of ancient classical civilizations, including: • Africa • China • Greece • India • Mesopotamia • Rome	World

CE: a term for dating events or eras used in modern historical writing meaning “Common Era,” synonymous with the previously used term “AD”

domestication: the taming of animals for human uses, or to adapt wild plants for cultivation

hunter-gatherer: the term used to describe a person from a culture where the members hunt and/or gather their food

Mesopotamia: civilizations located between the Tigris and Euphrates Rivers in the Middle East

pre-agricultural society: a society in which economic activities are associated with hunting or gathering, and which are not associated with the domestication of animals or the production of crops

History

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Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			3.8.4 Describe achievements made by ancient and classical civilizations, including: <ul style="list-style-type: none"> • the Americas • China • Egypt • Greece • India • Mesopotamia • Rome 	3.12.4 Describe the unique political, economic, religious, social, technological, and cultural contributions of ancient and classical civilizations, including: <ul style="list-style-type: none"> • Africa • the Americas • China • Greece • Hebrew kingdoms • India • Mesopotamia • Phoenicia • Rome 	World
		3.5.5 Locate Nevada's earliest Native American inhabitants, known as the Desert Archaic people.	3.8.5 Describe the lifestyles of Nevada's Desert Archaic people .		Nevada

Desert Archaic people: prehistoric Nevada inhabitants, such as the Lovelock cave people

History

Standard 4.0: 1 CE to 1400: *Students understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
		4.5.1 Identify explorations of the Vikings in North America.	4.8.1 Describe the Viking exploration of North America.	4.12.1 Locate and describe civilizations in terms of geography, social structure, religion, political systems, and contributions, including: <ul style="list-style-type: none"> • African • Byzantine • Chinese • Indian • Japanese • Scandinavian 	World
			4.8.2 Describe contributions of and locate the Mayan, Aztec, and Incan civilizations.	4.12.2 Describe the characteristics of the Mayan, Aztec, and Incan civilizations, including: <ul style="list-style-type: none"> • contributions • geography • political systems • religion • social structure 	World
			4.8.3 Describe the origin, traditions, customs, and spread of western and eastern world religions, including: <ul style="list-style-type: none"> • Buddhism • Christianity • Hinduism • Islam • Judaism 	4.12.3 Describe the origin, traditions, customs, and spread of western and eastern world religions, including: <ul style="list-style-type: none"> • Buddhism • Christianity • Hinduism • Islam • Judaism 	World
			4.8.4 Identify the characteristics of European feudalism .	4.12.4 Describe the characteristics of European feudalism .	World

History

Standard 4.0: 1 CE to 1400: *Students understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
				4.12.5 Describe the rise of commercial trading centers and their effects on social, political, and economic institutions .	World

feudalism: an economic, political, and social system in medieval Europe, in which land was held by vassals in exchange for military and other services given to overlords

institutions: systems or methods of organizing activities

- economic institutions – manner in which production, distribution, and exchange are organized
- social institutions – manner in which cultural activities are organized
- political institutions – manner in which governance is organized

History

Content Standard 5.0: 1200 to 1750: *Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			5.8.1 Define the Renaissance in terms of science and fine arts .	5.12.1 Examine the impact of technological, mathematical, and artistic developments of the Renaissance .	World
				5.12.2 Explain the development of European hereditary monarchies and their effects on: <ul style="list-style-type: none"> • centralized government • commerce and trade • religion 	World
				5.12.3 Explain the causes of the Reformation and its effects in Europe and the Americas.	World and United States
				5.12.4 Identify the influence of the Enlightenment on the Western World, including: <ul style="list-style-type: none"> • fine arts • government • literature • philosophy • science 	World

Enlightenment: a 17th and 18th century movement emphasizing the significance of reason and scientific inquiry

fine arts: art, photography, dance, sculpture, architecture, and music

hereditary monarchy: a kingship in which power is bestowed from one generation to the next

Reformation: a religious movement that began when Martin Luther challenged the authority of the Pope and the Catholic Church and resulted in Protestantism.

Renaissance: the revival of art, literature, and learning in Europe in the 14th, 15th, and 16th centuries, beginning in Italy and spreading gradually to other European countries

History

Content Standard 5.0: 1200 to 1750: *Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
		5.5.5 Identify Nevada's Native American cultures, including: <ul style="list-style-type: none"> • Northern Paiute • Southern Paiute • Washoe • Western Shoshone 	5.8.5 Describe the lifestyles of Nevada's Native American cultures, including: <ul style="list-style-type: none"> • Northern Paiute • Southern Paiute • Washoe • Western Shoshone 		Nevada
5.2.6 Tell why Columbus Day is celebrated.	5.3.6 Identify Native North American life prior to European contact, such as: <ul style="list-style-type: none"> • food • clothing • shelter 	5.5.6 <ul style="list-style-type: none"> • Describe Native North American life prior to European contact, such as: • clothing • communication • family • food • shelter • transportation • tools 	5.8.6 <ul style="list-style-type: none"> • Describe Native North American cultural regions, such as: • Southwest • Southeast • Northeast • Northwest • California • Great Basin • Plains • Plateau • Arctic • Sub-Arctic 	5.12.6 Compare common elements of Native North American societies, including: <ul style="list-style-type: none"> • communication • economic systems • housing • political systems • social systems • traditions 	United States and Nevada
		5.5.7 <ul style="list-style-type: none"> • Describe expeditions of early explorers, including: • Christopher Columbus • Ferdinand Magellan 	5.8.7 Describe motivations for Scandinavian and European explorations, including: <ul style="list-style-type: none"> • all-water routes to Asia • trade • religion 	5.12.7 Explain the roles of nationalism , economics, and religious rivalries in the Age of Exploration .	World and United States

Age of Exploration: European sponsored explorations of Africa, Asia, and the Americas during the 16th and 17th centuries

nationalism: a belief that one's nation and its interests are of primary importance

History

Content Standard 5.0: 1200 to 1750: *Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
5.2.8 Tell why Thanksgiving Day is celebrated.		5.5.8 Describe relationships among Native Americans, Europeans, and Africans.	5.8.8 Explain interactions among Native Americans, Europeans, and Africans.	5.12.8 Analyze interactions among Native Americans, Europeans, and Africans.	World and United States
			5.8.9 Compare the lifestyles of Native Americans with those of the colonists.	5.12.9 Analyze how the interactions among Native Americans, Africans, Europeans, and their descendants resulted in unique American economic, social, and political institutions.	World and United States
			5.8.10 Explain where and why colonies were established in the Americas by European nations and how those colonies were governed.	5.12.10 Describe the similarities and differences of European colonial communities in North America in terms of politics, religion, language, economics, and social customs.	World and United States
		5.5.11 Describe colonial life in North America.	5.8.11 Describe lifestyles in the New England, Middle, and Southern colonies.	5.12.11 Compare and contrast life in the New England, Middle, and Southern colonies.	United States
			5.8.12 Describe the African slave trade.	5.12.12 Explain the impact of world commerce, including the African slave trade on Europe, Africa, and the Americas.	World and United States
				5.12.13 Describe the contributions and social, political, and economic characteristics of African, Chinese, Indian, and Japanese civilizations.	World

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Content Standard 5.0: 1200 to 1750: *Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
				5.12.14 Describe how Islamic empires were a link between Africa, Europe, and Asia.	World

History

Standard 6.0: 1700 to 1865: *Students understand the people, events, ideas, and conflicts that led to the creation of new nations and distinctive cultures.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			6.8.1 Describe major inventions of the Industrial Revolution , including: <ul style="list-style-type: none"> • steam engine • textile machines 	6.12.1 Explain the causes and results of the Industrial Revolution .	World and United States
				6.12.2 Describe the causes and effects of wars with Europeans, including the French and Indian War.	World and United States
			6.8.3 Describe the effect of laws and taxes enacted by the British on the American colonies, including: <ul style="list-style-type: none"> • Stamp Act • Intolerable Acts • Quartering Act 	6.12.3 Explain the political and economic causes and effects of the American Revolution.	United States
6.2.4 Tell why the Fourth of July is celebrated.	6.3.4 Identify the Declaration of Independence.	6.5.4 Identify the events that led to the Declaration of Independence.	6.8.4 Explain the major ideas expressed in the Declaration of Independence, including: <ul style="list-style-type: none"> • equality • right to change government • life, liberty, and the pursuit of happiness 	6.12.4 Describe the ideas of John Locke, Thomas Paine, and Thomas Jefferson and their influences on the American Revolution and the formation of the United States.	United States

Industrial Revolution: a period of major economic change characterized by changing technology, sources of power, methods of manufacture, and business organization during the 18th and 19th centuries

History

Standard 6.0: 1700 to 1865: *Students understand the people, events, ideas, and conflicts that led to the creation of new nations and distinctive cultures.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
	6.3.5 Identify patriotic symbols, including: <ul style="list-style-type: none"> • eagle • flag • Liberty Bell 	6.5.5 Identify key people of the American Revolution, including: <ul style="list-style-type: none"> • George Washington • Ben Franklin 	6.8.5 Describe key people and events of the American Revolution, including: <ul style="list-style-type: none"> • King George III • George Washington • Lexington and Concord • Battle of Saratoga • Valley Forge 	6.12.5 Describe the events, course, and results of the American Revolutionary War, including the contributions of African Americans and Native Americans.	United States
			6.8.6 Identify the Articles of Confederation.	6.12.6 Explain the issues of the Confederation period , including: <ul style="list-style-type: none"> • war debts and finance • western land • trade • taxation 	United States
			6.8.7 Explain why the Constitution was written.	6.12.7 Describe the Constitution's underlying principles, including: <ul style="list-style-type: none"> • checks and balances • federalism • limited government • popular sovereignty • separation of powers 	United States

Confederation period: the period of time from 1781-1789 during which the United States operated under the Articles of Confederation

federalism: a form of government consisting of a union of states in which each member agrees to subordinate its governmental power to that of a central authority in common affairs

popular sovereignty: a principle of government in which the vote of the citizens is considered the final authority; also: a term applied during the pre-Civil War era to the proposed popular elections on the issue of slavery in previously unorganized territories

History

Standard 6.0: 1700 to 1865: *Students understand the people, events, ideas, and conflicts that led to the creation and of new nations and distinctive cultures.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			6.8.8 Identify the principles of the Bill of Rights.	6.12.8 Describe the issues involved in the ratification of the Constitution, including: <ul style="list-style-type: none"> • main ideas of <i>The Federalist Papers</i> • main ideas of the Anti-Federalists • the Bill of Rights 	United States
				6.12.9 Describe the influence of the American Revolution on Europe and the Americas.	World and United States
				6.12.10 Discuss the political events, people, and ideas that influenced European politics, including: <ul style="list-style-type: none"> • Napoleon • Metternich • Marx • Congress of Vienna 	World

Anti-Federalists: a term referring to those who opposed the ratification of the U.S. Constitution

ratification: the approval or confirmation of a governmental proposal

History

Standard 6.0: 1700 to 1865: *Students understand the people, events, ideas, and conflicts that led to the creation of new nations and distinctive cultures.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
				6.12.11 Describe achievements in European fine arts and literature.	World
			6.8.12 Define capitalism and free market economy .	6.12.12 Describe the rise of national economies, the emergence of capitalism , and the free market economy .	World and United States
6.2.13 Tell why Presidents' Day is celebrated.			6.8.13 Describe the early development of the United States government, including: <ul style="list-style-type: none"> • Washington's cabinet • <i>Marbury v. Madison</i> • political parties 	6.12.13 Explain issues, events, and the roles of key people related to the development of United States political institutions, including: <ul style="list-style-type: none"> • Washington's administration • The Marshall Court • judicial review • extension of suffrage • political parties 	United States

capitalism: an economic system in which all or most of the means of production, distribution, and exchange are privately owned and operated for profit

free market economy: an economy in which the buying and selling of goods and services may be carried on without restrictions as to price and valuation

judicial review: a feature of the United States Constitutional system set forth in *Marbury v. Madison* in which the Supreme Court of the United States may declare an action of the executive or legislative branches unconstitutional

suffrage: the right to vote

History

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Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
	6.3.14 Identify <i>The Star Spangled Banner</i> as the national anthem.	6.5.14 Describe the relationship between the War of 1812 and the national anthem.	6.8.14 Describe contributing factors in the development of a national identity, such as: <ul style="list-style-type: none"> • the cotton gin • Erie Canal • the factory system • immigration and nativism • Monroe Doctrine • railroads • telegraph • War of 1812 	6.12.14 Explain issues, events, and the roles of key individuals associated with the development of a national economic identity and foreign policy, including: <ul style="list-style-type: none"> • development of the factory system and impacts of significant inventions such as the cotton gin and interchangeable parts • territorial, trade, and shipping issues with Great Britain • War of 1812 • the creation of a national transportation system • Monroe Doctrine • growth and impact of immigration 	United States
			6.8.15 Identify key people and events in the social reform movements of antebellum United States , including: <ul style="list-style-type: none"> • Dorothea Dix • Horace Mann • Sojourner Truth • Seneca Falls Declaration 	6.12.15 Describe the social reform and religious movements of antebellum United States which attempted to enhance life, including: <ul style="list-style-type: none"> • education reform • prison and mental health reform • religious revival • Utopian movement • women's rights 	United States

antebellum United States: a period of U.S. history prior to the United States Civil War, 1830-1861

factory system: a system of manufacturing in which the steps or stages of production are housed in one or more buildings in close proximity

nativism: the practice or policy of favoring native-born citizens over immigrants

religious revival: a term designating the Great Awakening, and the Second Great Awakening in early U.S. history

Utopian movement: a term referring to several attempts to establish “perfect” communities in the United States in the middle of the 19th century

History

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Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			6.8.16 Recognize the development of an emerging United States culture, including contributions from: <ul style="list-style-type: none"> • literature • language development • poetry • music 	6.12.16 Describe the contributions in language, literature, art, and music that led to the development of an emerging culture in the United States, including: <ul style="list-style-type: none"> • Stephen Foster • Nathaniel Hawthorne • Hudson River School of Art • Henry David Thoreau 	United States
	6.3.17 Describe the life of pioneers.	6.5.17 Describe experiences of pioneers moving west, including: <ul style="list-style-type: none"> • Donner Party • Oregon and California Trails 	6.8.17 Describe Manifest Destiny and the expansion of the United States, including: <ul style="list-style-type: none"> • Lewis and Clark and the Louisiana Purchase • Trail of Tears • the Battle of the Alamo • Treaty of Guadalupe-Hidalgo • Oregon and California Trails • Spanish Trail, Santa Fe Trail, Central Overland Trail, Mormon Trail • Donner Party • California Gold Rush 	6.12.17 Explain the issue of Manifest Destiny and the events related to the expansion of the United States, including: <ul style="list-style-type: none"> • Louisiana Purchase • removal of the Eastern tribes • Oregon and California Trails • Mexican War and Mexican War acquisitions • California Gold Rush • Homestead Act 	United States and Nevada

Manifest Destiny: an idea popular during the 1840s stating it was the right and duty of the United States to expand its boundaries

Mexican War acquisitions: a term referring to areas of Mexico that became part of the United States as a result of the Treaty of Guadalupe-Hidalgo and the Gadsden Purchase of 1853

History

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Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
		6.5.18 Identify explorers and settlers in preterritorial Nevada, including: • Kit Carson • John C. Fremont	6.8.18 Describe the contributions of the explorers and settlers in preterritorial Nevada and their influences on the future, including: • Kit Carson • John C. Fremont • James Beckwourth • Peter Skene Ogden • Joseph Walker • Jedediah Smith		Nevada
			6.8.19 Describe the Mormon influence on the political and economic development of preterritorial Nevada.		Nevada
			6.8.20 Define abolition and identify the key people and events of the movement, including: • Frederick Douglass • Harriet Tubman • Underground Railroad • Sojourner Truth	6.12.20 Explain abolitionism and describe the importance of abolitionists and slave revolts, including: • John Brown • Frederick Douglass • William Lloyd Garrison • Harriet Beecher Stowe • Nat Turner	United States

abolition, abolitionism: a movement calling for the prohibition of slavery

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Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
		6.5.21 • Identify the Civil War and final outcome, including: • Union and Confederacy • Generals Grant and Lee	6.8.21 Identify the causes, key people, events, and outcome of the Civil War, including: • states' rights and slavery • President Lincoln • Emancipation Proclamation • Vicksburg and Gettysburg • Gettysburg Address • Generals Grant and Lee	6.12.21 Describe the causes, key people, events, and outcome of the Civil War, including: • states' rights and slavery • election of 1860 • Frederick Douglass/African American troops • President Lincoln • Emancipation Proclamation • Antietam, Vicksburg and Gettysburg • Gettysburg Address • Generals Grant and Lee	United States
		6.5.22 Explain the symbols, mottos, and slogans related to Nevada, including: • "Battle Born" • state seal • Silver State • state flag	6.8.22 Explain the events that led to Nevada statehood, including: • Comstock Lode • Election of 1864		Nevada

Emancipation Proclamation: a directive issued by President Abraham Lincoln, in which enslaved people in states or portions of states still in rebellion were declared free

History

Standard 7.0: 1860 to 1920: *Students understand the importance and impact of political, economic, and social ideas.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			7.8.1 Identify the 13 th , 14 th , and 15 th Amendments to the Constitution.	7.12.1 Summarize the successes and failures of the Reconstruction period.	United States
			7.8.2 Identify the Black Codes and Jim Crow Laws .	7.12.2 Describe the key people and significant issues concerning African American rights, including: <ul style="list-style-type: none"> • Booker T. Washington and the Tuskegee Institute • Black Codes and Jim Crow Laws • <i>Plessy v. Ferguson</i> • W.E.B. DuBois and the NAACP • Ida B. Wells and the NACW 	United States
			7.8.3 Discuss the interactions between settlers and Native Americans during the westward expansion, including: <ul style="list-style-type: none"> • Ghost Dance/Wounded Knee • Little Big Horn 	7.12.3 Describe federal policy toward Native Americans including: <ul style="list-style-type: none"> • Dawes Act/Indian Reorganization Act of 1934 • Indian Boarding Schools • Indian Citizenship Act of 1924 • Plains Wars • reservation system 	United States
			7.8.4 Describe the contributions of Sarah Winnemucca Hopkins to Native Americans in Nevada and the United States.		Nevada

Black Codes: a continuation of slave codes following the Civil War to deny African Americans their civil rights

Jim Crow Laws: laws that legalized segregation of and discrimination against African Americans after the United States Civil War; the expression “Jim Crow” refers to an early minstrel song

Reconstruction: a period of United States history from 1865-1877 during which southern states were reorganized politically, ending with the withdrawal of federal troops

reservation system: a policy of the United States government to restrict the habitation of Native Americans to designated lands

History

Standard 7.0: 1860 to 1920: *Students understand the importance and impact of political, economic, and social ideas.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			7.8.5 Describe the western frontier, including: <ul style="list-style-type: none"> • communication <ul style="list-style-type: none"> --pony express --telegraph • farming and water issues • mining • ranching • transportation 	7.12.5 Describe the role of farming, railroads, mining in the settlement of the West.	United States and Nevada
				7.12.6 Describe the causes, issues, and effects of the Populist Movement .	United States
		7.5.7 Identify the contributions of the inventors and discoverers, including: <ul style="list-style-type: none"> • Thomas Edison • Wright brothers • Alexander Graham Bell • George Washington Carver 	7.8.7 Describe effects of industrialization and new technologies on the transformation of the United States, including: <ul style="list-style-type: none"> • steel industry • mass production • mechanized assembly line • communication 	7.12.7 Describe the effect of industrial technology innovations and urbanization on United States social and economic development.	United States

industrialization: the establishment of an economic and social system characterized by large industries, machine production, and the concentration of workers in urban areas

mechanized assembly line: an assembly line in which a worker performs a specialized task in assembling a product as it is passed along a mechanical conveyor system, usually consisting of belts or rollers

Populist Movement: a movement in the rural areas of the United States seeking reforms in transportation (railroad regulation) and monetary policy (silver coinage)

urbanization: the demographic process in which cities develop and grow

History

Standard 7.0: 1860 to 1920: *Students understand the importance and impact of political, economic, and social ideas.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			7.8.8 Identify American industrialists and their contributions, including: • Andrew Carnegie • Henry Ford • John D. Rockefeller	7.12.8 Describe the development of corporate capitalism , including: • J.P. Morgan • mass production • vertical and horizontal integration/consolidation	United States
	7.3.9 Identify the Statue of Liberty as a patriotic symbol.	7.5.9 Describe the contributions of immigrant groups to the United States.	7.8.9 Identify immigrant and native groups involved in mining, ranching, railroads, and commerce in Nevada and the United States.	7.12.9 Explain the motivations for groups coming to the United States and describe their contributions to United States society.	Nevada and United States
				7.12.10 Describe nativism and explain the response to immigration into the United States.	United States
7.2.11 Tell why Labor Day is celebrated.		7.5.11 Describe the significance of Labor Day.	7.8.11 Describe the goals and accomplishments of labor unions in Nevada and the United States.	7.12.11 Explain the origins and issues involved in the labor movement.	United States and Nevada
				7.12.12 Describe the development and impact of the Progressive Movement , including: • government reform • Prohibition • “trust busting”	United States

corporate capitalism: an economic system in which corporations (companies owned by stockholders) own all or most of the means of production, distribution, and exchange and operate them for profit

horizontal integration/consolidation: the monopolized control of one aspect of production

nativism: the practice or policy of favoring native-born citizens over immigrants

Progressive Movement: a movement in urban areas calling for reforms in government, social institutions, and social welfare

vertical integration/consolidation: control of all phases of a product’s development, from raw materials to the finished product

History

Standard 7.0: 1860 to 1920: *Students understand the importance and impact of political, economic, and social ideas.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			7.8.13 Describe the women's suffrage movement and the 19 th Amendment.	7.12.13 Describe the development of the women's suffrage movement and the passage of the 19 th Amendment.	United States
			7.8.14 Describe United States expansion, including: <ul style="list-style-type: none"> • Alaska • Hawaii • Panama Canal • Spanish-American War 	7.12.14 Discuss the causes, characteristics, and consequences of United States expansion and diplomacy, including: <ul style="list-style-type: none"> • Alaska • Hawaii • Open Door Policy • Spanish-American War • Panama Canal • T. Roosevelt's foreign policy • Dollar Diplomacy 	World and United States
				7.12.15 Explain the causes and effects of the Mexican Revolution of 1911.	World and United States
				7.12.16 Discuss the causes, characteristics, and consequences of European and Japanese expansion.	World

Dollar Diplomacy: a popular term referring to the foreign policy of the William Howard Taft Administration using diplomacy to protect U.S. investments abroad and utilizing economic incentives to uphold or direct foreign policy

Open Door Policy: a proposal made in 1899 by U.S. Secretary of State John Hay asking European nations with leaseholds or spheres of influence in China respect certain Chinese rights and the ideal of fair competition

suffrage: the right to vote

History

Standard 7.0: 1860 to 1920: *Students understand the importance and impact of political, economic, and social ideas.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
7.2.17 Tell why Memorial Day and Veterans Day are celebrated.		7.5.17 Describe the distinction between Veterans Day and Memorial Day.	7.8.17 Identify causes, outcome, and consequences of World War I, including: <ul style="list-style-type: none"> • Sarajevo • alliances and nationalism • weapons and tactics • Treaty of Versailles 	7.12.17 Describe the causes, course, character, and effects of World War I, including: <ul style="list-style-type: none"> • imperialism • arms race and alliances • nationalism • weapons/tactics • Fourteen Points • Treaty of Versailles 	World and United States
				7.12.18 Describe the causes and effects of the Russian Revolution. <ul style="list-style-type: none"> • Romanovs • Lenin • Bolsheviks • Russian Civil War 	World
				7.12.20 Explain how fine arts, literature, and leisure activities were a reflection of the time.	World and United States

alliances (World War I): Triple Entente — consisting of Great Britain, France and Russia; Triple Alliance — consisting of Germany, Austria-Hungary, and Ottoman Empire (Turkey, Bulgaria)

imperialism: a policy in which stronger nations attempt to create empires by dominating weaker nations economically, politically, or militarily; also called expansionism

nationalism: a belief that one's nation and its interests are of primary importance

Russian Civil War: civil war ending with the defeat of the "White Russians" (anti-Bolsheviks) by the "Red Russians" (Bolsheviks)

History

Standard 8.0: The Twentieth Century, a Changing World: 1920 to 1945: *Students understand the importance and effect of political, economic, technological, and social changes in the world from 1920 to 1945.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			8.8.1 Define totalitarianism .	8.12.1 Describe the rise of totalitarian societies in Europe, Asia, and Latin America.	World
			8.8.2 Identify scientific and technological advancements and their impacts, including: <ul style="list-style-type: none"> • airplane • radio • automobile • household appliances 	8.12.2 Discuss the effects on society of new technologies of this era, including: <ul style="list-style-type: none"> • communication • transportation • manufacturing 	World and United States
				8.12.3 Describe social tensions in the postwar era, including: <ul style="list-style-type: none"> • radical politics • immigration restrictions • religious fundamentalism • racism 	United States
			8.8.4 Explain how literature, music, and visual arts were a reflection of the time.	8.12.4 Describe how cultural developments in the arts, education, media, and leisure activities reflected and changed United States society.	United States

radicals, radicalism (radical politics): a reference to various movements in the United States in the early twentieth century, including syndicalism (a proposed economic system in which production and distribution are controlled by trade union federations), anarchism, communism, and socialism

religious fundamentalism: a set of religious beliefs based on a literal interpretation of the Bible and regarded as fundamental to Christian faith and morals; a 20th century movement among some Protestant sects in the United States

totalitarianism: a government or state in which one political party or group maintains complete control under a dictatorship

History

Standard 8.0: The Twentieth Century, a Changing World: 1920 to 1945: *Students understand the importance and effect of political, economic, technological, and social changes in the world from 1920 to 1945.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
		8.5.5 Identify the major events of the Great Depression, such as: <ul style="list-style-type: none"> • stock market crash • Dust Bowl • migration • Hoover Dam 	8.8.5 Describe the causes and effects of the Great Depression and the New Deal on life in the United States and Nevada, including: <ul style="list-style-type: none"> • stock market crash • family life • Hoover Dam • government programs 	8.12.5 Describe the causes of the Great Depression and the policies and programs of the New Deal and their effects on social, political, economic, and diplomatic institutions.	United States and Nevada
		8.5.6 Identify the United States' participation in World War II, such as: <ul style="list-style-type: none"> • Pearl Harbor • homefront • D-Day • atomic bomb 	8.8.6 Identify causes, effects, and outcome of World War II, including: <ul style="list-style-type: none"> • legacy of WWI • Pearl Harbor • Allies • Axis powers and leaders • atomic bomb • United Nations 	8.12.6 Describe the causes, course, character, and effects of World War II, including: <ul style="list-style-type: none"> • legacy of WWI • campaigns and strategies • atomic bomb • significant military, political, and scientific leaders • the Big Four • United Nations • United States changing world status • war crimes trials 	World, United States, and Nevada

Big Four: World War II – Great Britain, USSR, United States, and China - nations participating in the wartime conferences

Great Depression: a term designating the economic problems of the United States and other nations during the 1930s

History

Standard 8.0: The Twentieth Century, a Changing World: 1920 to 1945: *Students understand the importance and effect of political, economic, technological, and social changes in the world from 1920 to 1945.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			8.8.7 Identify key elements of the Holocaust, including: <ul style="list-style-type: none"> • “Aryan supremacy” • Kristallnacht • “Final Solution” • concentration and death camps 	8.12.7 Describe the causes, course, and effects of the Holocaust, including: <ul style="list-style-type: none"> • “Aryan supremacy” • Nuremburg Laws • Kristallnacht • “Final Solution” • concentration and death camps • creation of Israel 	World and United States
			8.8.8 Identify the effects of WWII on the home front in the United States and Nevada, including: <ul style="list-style-type: none"> • end of the Great Depression • internment camps • rationing • propaganda • “Rosie the Riveter” 	8.12.8 Explain the effects of WWII on the homefront in the United States, including: <ul style="list-style-type: none"> • internment camps • technologies • economic developments • propaganda • women/minority contributions • GI Bill 	United States and Nevada

“Aryan supremacy”: an ethnological term lacking recognized scholarly validity used by Nazis to refer to the superiority of those of Northern European Caucasian descent

“Final Solution”: the euphemism adopted by the Nazi government for the proposal at the Wannsee Conference to exterminate Jews in Germany and in conquered territories

GI Bill: a reference to legislation enacted by Congress after World War II giving certain education, vocational training, housing, health, and insurance benefits

internment camps: detention/relocation camps established primarily for persons of Japanese descent in the United States during World War II

concentration and death camps: a set of terms referring to the German World War II camps that interned and/or killed those people considered political enemies of the Nazis

Kristallnacht: A term given to the “Night of Broken Glass,” during which Nazi troops stormed Jewish ghettos in Germany in November 1938, killing or capturing approximately 30,000 Jews and destroying synagogues, homes, and property

History

Standard 9.0: The Twentieth Century, a Changing World: 1945 to 1990: *Students understand the shift of international relationships and power as well as the significant developments in American culture.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			9.8.1 Identify the Cold War, including: <ul style="list-style-type: none"> • Marshall Plan • Berlin Blockade • NATO 	9.12.1 Describe the causes and effects of the Cold War, including: <p><u>Europe:</u></p> <ul style="list-style-type: none"> • Marshall Plan • Berlin • NATO <p><u>Middle East:</u></p> <ul style="list-style-type: none"> • Egypt • Israel • Afghanistan <p><u>Asia:</u></p> <ul style="list-style-type: none"> • Japan • China • Korea • Vietnam <p><u>Americas:</u></p> <ul style="list-style-type: none"> • Cuba • United States 	World and United States
			9.8.2 Identify the effects of the Cold War on the United States, including: <ul style="list-style-type: none"> • arms race and nuclear testing • McCarthyism • space race • Cuban Missile Crisis 	9.12.2 Describe the effects of the Cold War on the United States, including: <ul style="list-style-type: none"> • arms race and nuclear testing • McCarthyism • space race • Cuban Missile Crisis 	United States

McCarthyism: an expression applied to the zealous search for Communists in various U.S. institutions during the early 1950s

History

Standard 9.0: The Twentieth Century, a Changing World: 1945 to 1990: *Students understand the shift of international relationships and power as well as the significant developments in American culture.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			9.8.3 Explain why the United Nations was involved in the Korean War and the outcome of its involvement.	9.12.3 Describe the cause, course, and character of the Korean War, including: <ul style="list-style-type: none"> • United Nations Security Council • Pusan Perimeter • General MacArthur • Inchon • Yalu River • 38th Parallel 	World and United States
				9.12.4 Explain how and why African and Asian peoples achieved independence from colonial rule.	World
		9.5.5 Identify major advancements in science and technology, including: <ul style="list-style-type: none"> • television • computers 	9.8.5 Discuss how science and technology changed life in the United States after WWII, including: <ul style="list-style-type: none"> • television • electronics and computers • medical advances 	9.12.5 Analyze how postwar science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.	World and United States
			9.8.6 Summarize the changes in the United States' demographics .	9.12.6 Describe the causes and effects of changing demographics and developing suburbanization in the United States.	United States

demographics: the characteristics of a population as classified by age, gender, income, location, or employment

suburbanization: the movement of people from cities to adjacent areas

History

Standard 9.0: The Twentieth Century, a Changing World: 1945 to 1990: *Students understand the shift of international relationships and power as well as the significant developments in American culture.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			9.8.7 Describe the impact of the United States military and atomic testing in Nevada.		Nevada
9.2.8 Tell why Martin Luther King Jr. Day is celebrated.		9.5.8 Identify the major points in Martin Luther King Jr.'s "I Have a Dream" speech.	9.8.8 Identify the major issues, events, and people of the modern Civil Rights movement in the United States and Nevada, including: <ul style="list-style-type: none"> • Rosa Parks • Martin Luther King, Jr. • <i>Brown v. Board of Education</i> • voting rights • integration • Grant Sawyer • César Chávez 	9.12.8 Describe the major issues, events, and key people of the Civil Rights and minority rights movements, including: <ul style="list-style-type: none"> • Black Power Movement • United Farm Workers • American Indian Movement • Viva La Raza • Women's Rights Movement • Americans with Disabilities Act • Civil Rights Act of 1964 	World, United States, and Nevada
			9.8.9 Identify the causes and effects of the Vietnam war, including: <ul style="list-style-type: none"> • Tet Offensive • Gulf of Tonkin Resolution • anti-war movement • draft and lottery • POWs and MIAs 	9.12.9 Describe the causes, course, character, and effects of the Vietnam war, including: <ul style="list-style-type: none"> • Ho Chi Minh • Dien Bien Phu • Ngo Dinh Diem • Gulf of Tonkin Resolution • draft and lottery • Tet Offensive • anti-war movement • Paris Peace Accord • POWs and MIAs 	World and United States

History

Standard 9.0: The Twentieth Century, a Changing World: 1945 to 1990: *Students understand the shift of international relationships and power as well as the significant developments in American culture.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			9.8.10 Identify the significance to United States political culture of the following: <ul style="list-style-type: none"> • Watergate • Iranian hostage crisis • Iran-contra Affair 	9.12.10 Describe the changes in United States political culture, including: <ul style="list-style-type: none"> • the role of the media • the role of women and minorities • Watergate • Iranian hostage crisis • Iran-contra affair • Grenada and Panama 	United States
			9.8.11 Identify key people and events that contributed to the end of the Cold War, including: <ul style="list-style-type: none"> • recognition of China • détente • disarmament • Strategic Defense Initiative 	9.12.11 Describe how international policies contributed to the end of the Cold War, including: <ul style="list-style-type: none"> • recognition of China • détente • disarmament treaties • “Star Wars” • solidarity • <i>glasnost</i> 	World and United States
			9.8.12 Describe the significance of the breakup of the USSR, including: <ul style="list-style-type: none"> • fall of the Berlin Wall 	9.12.12 Describe the geopolitical changes in the world due to the disintegration of the USSR.	United States and World
			9.8.13 Describe the effects of tourism and gaming on Nevada.		Nevada
			9.8.14 Identify examples of arts, music, literature, and the media in United States society.	9.12.14 Summarize the influence of art, music, literature, and the media on United States society.	United States

détente: relaxation of strained relations between nations, especially among the United States, the Soviet Union, and China in the 1970s and late 1980s

“Star Wars”: a satellite-operated defense system (Strategic Defense Initiative) proposed by President Ronald Reagan in 1983

History

Content Standard 10.0: New Challenges, 1990 to the Present: *Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			10.8.1 Describe scientific and technological developments, including: <ul style="list-style-type: none"> • personal computers • Internet • satellites • medical advances 	10.12.1 Identify and explain the implications of scientific and technological achievements, including: <ul style="list-style-type: none"> • personal computers • Internet • satellites • biotechnology 	World and United States
				10.12.2 Describe the regional and global effects of political and economic alliances .	World and United States
		10.5.3 Identify major news events on the local, state, national, and world level.	10.8.3 Describe major world, national, and local issues, including: <ul style="list-style-type: none"> • ethnic and religious conflicts • environmental issues • gaming • health issues • water and resource allocation 	10.12.3 Describe how global issues affect nations differently, including: <ul style="list-style-type: none"> • human rights • the environment • world and U.S. regional conflicts • medical concerns 	World, United States, and Nevada
			10.8.4 Identify the causes and effects of the Persian Gulf War.	10.12.4 Explain the causes and effects of the Persian Gulf War, including: <ul style="list-style-type: none"> • Kuwait invasion • world oil supply • changing alliances 	World and United States

biotechnology: the use of data and techniques of engineering and technology for the study of problems concerning living organisms

political, economic alliances: terms referring to the creation of political and economic agreements and compacts in the 20th century, including NATO, NAFTA, and the European Union

History

Content Standard 10.0: New Challenges, 1990 to the Present: *Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.*

Grade 2	Grade 3	Grade 5	Grade 8	Grade 12	
Students know and are able to:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	Students know and are able to do everything required in earlier grades and:	
			10.8.5 Identify the role of the media in the changing political climate.	10.12.5 Describe the changing political climate in the United States, including: <ul style="list-style-type: none"> • the role of the media • the Clinton impeachment 	United States
			10.8.6 Identify how literature, music, and the visual arts are a reflection of the time.	10.12.6 Explain how literature, music, and the visual arts are reflections of the time.	World and United States